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| **Halifax County Schools Elementary School Lesson Plan** | | | | | | | | | |
| Subject: MATH | **Teacher:** | | | | **Grade Level: First Grade** | | **Date(s): September 5-9, 2016** | | |
| **Content :**  Common Core Standards & Essential Standards | **1.NBT.1** Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral. | | | | | **Can Statements /Learning Targets** (I can……..)   * I can count, read, and write to 120. * I can show quantity with numbers. | | | |
| Essential Question(s): (What question(s) should students be able to answer at the end of the lesson/unit?) | Why is there a sequence in counting?  What are different ways to count?  How is math relevant to me? | | | | | **Standard for Mathematical Practice:**  Make sense and preserve in solving problems.  2. Reasons abstractly and quantitatively.  3. Constructs viable arguments and critiques the reasoning of others.  **4. Models with mathematics.**  **5. Use appropriate tools strategically.**  **6. Attend to precision.**  7. Looks for and makes use of structure.  8. Looks for and expresses regularity in repeated reasoning. | | | |
| **Technology Connection:**  <http://www.ixl.com/math/grade-1/counting-up-to-100>  [www.starfall.com](http://www.starfall.com)  <http://www.abcya.com/interactive_100_number_chart.htm> | | | |
| **Vocabulary:**  Academic/Content | Arrange, count, group, represent, number, number line, ten frames, tens, ones, digit whole hundred, counting up, compare, more than, less than, 100s board, set, group, counting all, counting | | | | | **Literature Connection:**  Every Buddy Counts by Stuart J. Murphy  Ten, Nine, Eight by Molly Bang  Fish Eyes: A Book You Can Count On by Lois Ehlert  Feast for 10 by Cathryn Falwell | | | |
| **Materials Needed:** | * *“Hundreds Board”* * Cardstock- *“Number Cards 30-50”, “Open Number Lines”* * Unifix/Snap Cubes * White boards/markers * *“And the Count Goes On* * *“Number Games”* * Cardstock- *“Ten Frame Mats”*, *“Number Cards 50-70”* (bagged into groups of 10) * *“Math Talk Card* * *, Number Splash Journal Prompt”* * Cardstock- *“Ten Frame Mats”* * *“Number Cards 70-100”* | | | | |  | | | |
| **Center Rotation Activities**  **(Teacher will model routines for center rotations. Full center rotations will begin in the third week of school.)** | **Math with Teacher**  Teacher/TA works with guided math group on skill(s) for the week. | **Math Fluency**  Students will read books about math. Choose from the list above or use books connected to the review skills for the week. | | | | **Technology**  [**http://www.ixl.com/math/grade-1/counting-on-the-hundred-chart**](http://www.ixl.com/math/grade-1/counting-on-the-hundred-chart)  This is an online game allows students to fill in the missing numbers in the hundred’s chart.  [**http://www.ixl.com/math/grade-1/hundred-chart**](http://www.ixl.com/math/grade-1/hundred-chart)  This is an online game allows students to use the hundred’s chart to count one more or one less. | | | **Writing About Math**  Teacher Choice |
| **Monday**  **Subject Integration:** | **Whole Group**  HOLIDAY! NO SCHOOL! | | | **Independent Work** | | | | **Assessment (formative/summative)** | |
| **Tuesday**  **Subject Integration:** | **Whole Group**  ***Alignment Lesson: Number Lines and Hundreds Boards***  ***Today’s focus: 30-50***  **Teacher Note: Begin with Ten Frame Daily Routine and if desired Subitizng, or Number Splash Routines. Save *“Hundreds Board”*. It will be referenced and used. You will also need Number Cards 30-50.**  ***Activity: Review of Number Lines***  *Teacher Note: The first time you use this activity it will be helpful to go in order.*   1. Remind students of the work done previously with number lines. Tell students that today our number line looks different, there are no numbers on the line, and we are going to add them! Tell students that today they are going to start counting up from 30. 2. Place the number 30 at the beginning of the number line (if needed, ask students if the numbers prior to 30 are still part of the number line). Choose another card. Where would this card go? Count up from 30 to find that number’s location on the number line. 3. Model with additional cards as needed. As you add numbers to the number line continue to build connections to one more and one less.   ***Activity: Number Line Mix Up***  *Teacher Note: Prior to lesson create bags of cards. For this lesson break the cards into smaller groups such as 30-40 and 40-50.*   1. Group students into pairs or trios. Distribute cardstock, “*Number Cards*” bag sets along with cubes and *“Open Number Line”.* Have the partners work together to put the numbers in order on the number line. 2. Partners then take turns choosing a number and representing it with cubes or other materials from yesterday (white boards, ten frames, etc.). Continue for 10 minutes. Make sure students practice with both sets of numbers and build 2-3 of each group. As students work, observe counting and number writing abilities.   ***Activity: Introduce the Buzz! Game***   1. After working with the number line, gather students and practice counting out loud to 100. Afterwards, introduce them to the buzz game and the hundreds board. (*Teacher note: discuss features of the hundreds board as needed).* You can use the online hundreds board (<http://www.abcya.com/interactive_100_number_chart.htm>) to highlight the number you want to “buzz” (it may be helpful to start with the tens). 2. Tell students that whenever they come to that number they will say “buzz” instead of the number. As you count, practice counting all the way to 100 even though today’s focus is only to 50. Have students practice counting along either by watching on the 100s board or if needed counting along on their own 100s board. | | | **Independent Work** | | | | **Assessment (formative/summative)**  Observation: Observe students as they work with the number lines. | |
| **Wednesday**  **Subject Integration:** | **Whole Group**  ***Activity: Introduce the Hundreds Board***   1. Explore a Hundreds Board. If desired, continue to use the online Hundreds Board as a model (make sure it is set 1-100). The teacher selects a number, and have students find the same number on their hundreds board. *Where would I find that number?* I know 34 is more than 30 maybe it is near that number, etc. Put a cube/mark on it. *What numbers are around that number?* +1/-1, etc. Repeat with other numbers. *Teacher Note: depending on your students, you may want to begin with the numbers you have been reviewing or move ahead.* 2. Using Math Expressions White boards, write down numbers 1-40 on blank back of white board. Repeat exploring game from above with number cards. Practice identifying the number and then thinking about where it would be on the number chart. If needed, students can use the printed 100s board as a reference | | | **Independent Work** | | | | **Assessment (formative/summative)**  Observation: Observe students as they work with the number lines. | |
| **Thursday**  **Subject Integration:** | **And the Count Goes On**  **Today’s Focus 50-70**  **Activity: Counting to 120**   1. To begin the lesson, as a class, practice rote counting 1-120. For a variation, have students stand in a circle to count. One student begins counting at 1, the student beside them says 2, and the next student in the circle says 3, etc. 2. Afterwards practice the Buzz game from Day 3.   **Activity: Counting Within a Given Range**  *Teacher Note: Today’s focus is on numbers 50-70.*   1. Using a regular 100s board or the online version (see link below), cover/mark two numbers (ex: in yellow) start counting at the first number covered and count until the next number covered. 2. Repeat with a different set of numbers. After a few practices, add another cube/mark in the middle (ex: in red) and ask students to identify the numbers in between (ex: 42, \_\_\_, \_\_\_\_, 45, \_\_\_, \_\_, \_\_\_, 49)   <http://www.abcya.com/interactive_100_number_chart.htm>   1. As you continue practicing, students can also write the numbers on the back of the Math Expressions white boards in the 100s board frame. Begin at the first number chosen and then end at the last number within the range.   After writing the range, ask students what is one more. | | | **Independent Work** | | | | **Assessment (formative/summative)**  “And the Count Goes On! Assessment” | |
| **Friday**  **Subject Integration:** | *.*  ***Alignment Lesson: Numbers Galore!***  ***Today’s focus: 70-100***  ***Materials Note: This lesson uses materials from previous days in a “station” format. Save cardstock, “Number Cards 100-120” for Day 6-7.***  **Activity 1: Review Counting Routines**   1. To begin the lesson, have all students rote count to 120. Afterwards play the buzz game (days 3 and 4) for either 1-120 or just 70-100. 2. Distribute whiteboards. Choose two numbers in the new range (70-100). Have students count up from the beginning number to the ending number. Have students write the numbers within the range on their whiteboards. If desired give students a “middle number” (ex: 70, \_\_, \_\_, \_\_\_, 74, \_\_, \_\_\_, \_\_\_, 78.).Repeat with other sets of numbers.   **Activity 2: Number Routines**  Teacher Note: Introduce and review the “routines” from previous days. An overview is listed below. Break students into groups and have them work on each task in pairs. If desired, students can switch stations every 10 minutes.  ***Missing Numbers Game***  *Materials Note: Bags of Numbers from previous days*   1. Introduce the Missing Numbers game. Students choose a bag of numbers (from previous days). Take out the cards and mix them up. 2. Students work in pairs to put the cards in order. One student covers their eyes while the other student removes some of the cards. The other student identifies which numbers are missing and explains how they knew. As the student names the missing cards, the other partner can replace them. 3. Students repeat the process by switching roles and removing different numbers.   ***Guess My Number (optional)***  *Depending on the needs of your students, this station may be optional. Included are 3 differentiated math talk cards that will help students ask questions. You will want to model this station before asking students to play independently.*  *Materials Note: Bags of Numbers from previous days. You may want to start with smaller sets.*   1. Students choose a bag of numbers. One partner takes a number and describes it using the math talk card and possibly the hundreds board as a reference point.   Example:  My number is larger than 10 but smaller than 20.  My number is ten more than 15.  My number is one less than 14.  Guess my number!  The second partner looks at their own hundreds board and tries to identify the mystery number.  ***Compare the Numbers***  *Materials Note:* ***Per Pair****: Variety of sets of Number Cards; one hundreds board; two cubes.*   1. Repeat the number routine from yesterday. 2. In pairs, have **each** student draw a number card that is larger than 70. Using a hundreds board, place one cube on each of the numbers. Have students talk about how far apart those numbers are and count the numbers in between. Students should them discuss the relationship between their two numbers, *Ex: my number 49 is larger than your number 41 because it has 8 more, it is closer to 50, etc.* 3. Clear and repeat.   ***Number Line Mix Up***  *Materials Note:* ***Per Pair:*** *Bags of Number cards; 2 empty number lines; 2 sets of snap cubes; 1 white board; sets of tens frames.*   1. Group students into pairs or trios. Pass out bags of cards along with cubes and empty number lines. Have the partners work together to put the numbers in order on the number line. 2. Partners then take turns choosing set and representing it with cubes or other material from yesterday (white boards, ten frames, etc.).   ***Number Splash***  *Materials Note: Copies of the number splash journal prompt; pencils*   1. Use this as an assessment. Have students complete the number splash journal prompt for a number in the range 70-100. They can represent the number with picture, equations, groups of ten, etc.   *Teacher Note: If needed, choose a different set of numbers to meet your student’s needs.* | | | **Independent Work** | | | | **Assessment(formative/summative)**  **1.NBT.1**  Teacher will pull assessment materials from:  <http://commoncoretasks.ncdpi.wikispaces.net/home> | |
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